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ABSTRACT

Celebrating Marie Clay as a major theorist of child literacy acquisition, this book presents 15 essays by distinguished scholars that reflect on her contributions to the field of early literacy; early childhood, bilingual, and special education; developmental, cognitive, and school psychology; assessment; teacher education; professional development; systemic implementation; and research design. The book notes that her view of accommodating diversity by responding to individual children has permeated all aspects of her work. The book begins with a foreword "Theoretical Foundations for Literacy Acquisition" (Richard C. Anderson), a brief biographical sketch by the editors, and an introduction. Essays in the book are: (1) "Developmental Diversity and Beginning Literacy Instruction at School" (Stuart McNaughton); (2) "There Are 'x' Kinds of Learners in a Single Class: Diversity without Individual Differences" (David R. Olson); (3) "Unpacking Literate Achievement" (Peter Johnston); (4) "Creating Independent Learners" (Barbara Watson); (5) "Reading Recovery: Waves of Influence on Literacy Education" (Billie J. Askew and Janet S. Gaffney); (6) "Language and Literacy as Epistemology" (Bridie Raban); (7) "The Gift of Story" (Charlotte S. Huck); (8) "Writing (Dallas) Cowboys: A Dialogic Perspective on the 'What Did I Write?' Question" (Anne Haas Dyson); (9) "The Young Reader as a Self-Extending System: Motivational and Cognitive Underpinnings" (John T. Guthrie); (10) "What Does Good First Teaching Mean?" (Irene C. Fountas and Gay Su Pinnell); (11) "Revealing and Telling: The Socialisation of Attention in Learning to Read and Write" (Courtney B. Cazden); (12) "Teacher Development: The Best Investment in Literacy Education" (Carol A. Lyons and Gay Su Pinnell); (13) "The Political and the Professional in Education: An Unnecessary Conflict?" (Peter Mortimore and Jo Mortimore); (14) "Theoretical Privilege and Researchers' Contribution to Educational Change" (Viviane M. J. Robinson and James C. Walker); and (15) "Forging an Interactive Relationship among Research, Theory, and Practice: Clay's Research Design and Methodology" (Noel K. Jones and M. Trika Smith-Burke). (RS)

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